

# 2022 Annual Report to the School Community

School Name: Toolamba Primary School (1455)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 March 2023 at 08:43 AM by Heather Kennedy (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 31 March 2023 at 03:47 PM by Simon Robinson (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

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## School context

Toolamba Primary School, “Where Everyone Counts”, forms the hub of the rural community of Toolamba, situated 19 kilometres south of Shepparton and 181 kilometres north of Melbourne. The school number 1445 dates back to 1894. Its history includes a relocation in the 1980s, a fire in 2010 and subsequent rebuild completed in 2012.

The community displays pride in its history and works together to achieve a shared vision for the future: “Striving for Excellence.”

High expectations are reflected through the school values of Trustworthiness, Respectfulness, and Inclusiveness.

The main building consists of administration and staff areas, six classroom spaces, flexible learning areas and a multipurpose space. An additional two classrooms are located in a relocatable building. The school has a dedicated Visual Arts room. School Council oversees the running of an accredited Out of School Hours Care Program. The town’s Kindergarten and Maternal Health Centre are located within the school grounds. The grounds include structured playgrounds, hard and soft surfaced areas, an oval, extra green space and an imaginative bush play area. Our students benefit from supervised access to the community hall, tennis courts, Youth Spot, sporting oval and nearby bushland.

Toolamba Primary School is an active participant in the local community. The 136 pupils, 57 female and 79 male, reside within the township or the outlying catchment area which is serviced by two buses. 0% of students had English as a second Language and 2% identify Aboriginal or Torres Strait Islander. The school has a low to medium level of socio-economic disadvantage. The staffing profile of Toolamba Primary School includes a principal, the full time equivalent of 9.8 teachers and one part time Education Support Officer. The School Staff Opinion Survey places the School Climate well above the State Average.

The school provides a curriculum framework based on the Victorian Curriculum and is differentiated to meet student needs. The school continued to implement a range of evidence-based teaching strategies that cater to the diverse needs of students. This included small group instruction, and targeted intervention programs. Students are offered weekly specialist teaching in Visual Arts, Physical Education, Social Capabilities and Music.

Our school prides itself on working with families and its strong sense of community involvement. The Parent Opinion Survey placed the school above the State in School Parent Endorsement. We recognised the importance of the partnership between our school, parents, and carers to support student learning, engagement, and wellbeing. Parent participation is actively encouraged through School Council, Parents and Friends, Welcome Barbecues, Information Sessions, Sports Days, Breakfast Club and our Open Door Policy.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Throughout 2022 our focus was, ‘How can we best support students with their learning?’

Our weekly PLCs allowed for continual monitoring of the progress of students. Teachers worked together to identify the next piece of learning for the students. Inquiry cycles ensured that students’ learning was scaffolded, and progress quantified in evidence. Summative and formative assessment enabled teachers to track student growth. Modification of our assessment schedule ensured that we continued to collect pertinent data sets to inform teaching and learning.

As a school we focused on building practice excellence, curriculum planning and assessment - implementing an agreed planning cycle, instructional models, using evidence based high impact teaching strategies and evaluating our impact on learning through ongoing moderation.

Both Teacher Judgment and NAPLAN results are to be celebrated. The percentage of students assessed by their teachers as being at or above the expected level in English and Mathematics was above Similar and State schools. NAPLAN data placed the school above Similar School average and State average in all areas in Year 3 and 5 in 2022 and across the four-year average. In Reading,

our NAPLAN target was to increase the percentage of Grade 5 students in top 2 bands from 38.9% (2021) to 40% (2022). This target was met. In NAPLAN Numeracy, our target was to increase the percentage of Grade 3 students in the top 2 bands in Numeracy from 55% (2021) to 60% (2022). In 2022 66% were in the top two bands. In Writing, our target was to decrease the Teacher Judgement below the expected level from 19% (2021) to less than 15% (2022). This target was met with 11% of children below the expected level.

In conclusion, Toolamba Primary School had a successful year in 2022, with strong academic performance, a focus on student wellbeing, and a range of engaging curriculum and extracurricular programs. We look forward to continuing to work with the school community in 2023 to provide the best possible education for our students.

## Wellbeing

In 2022 our Wellbeing Key Improvement Strategy was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Our actions were to establish a whole school approach to physical/social/emotional wellbeing and build staff capacity to notice and respond to signs of student distress through professional development.

A section of each weekly Staff Meeting was dedicated to student wellbeing. Observations were documented and strategies identified to support student wellbeing. In 2022, we strengthened our wellbeing approach with a dedicated Student Wellbeing Officer. Therefore, students were supported in a timely manner. Communication between home and school was seen as a priority. For many classes, Class Dojo became a user-friendly platform for parents and teachers to celebrate student learning and to communicate with each other.

Having an onsite Kinder ensured the transition program was fully integrated into the everyday running of the school. Students had eight planned sessions when they attended the school, or the Foundation teacher worked with them in the Kinder. Ongoing communication between staff from the Kinder and the school further enhanced the seamless process. Results of the Parent Opinion Survey indicate that parents were very happy with the process with a 93% positive endorsement for Transitions.

In 2022, we continued to refine the whole school approach to teaching and learning, which positively impacted student transition. Having consistent practices across the school facilitated smooth transition for students from grade to grade. The use of data to underpin teaching and learning ensured that teaching was targeted at each student's zone of proximal development. Staff have an agreed handover package which enabled pertinent records and data to be passed on to the child's teacher for the next year. All Grade Six students participated in the Transition program which included Orientation Day, transition sessions and meetings with staff from their nominated Secondary School.

The Student Engagement Policy is framed around non-negotiable rights and responsibilities. The Parent Opinion Survey results framed our school in a very positive light. There was a 93% endorsement for "This school has a consistent approach to promoting positive behaviour."

To further ensure student wellbeing, we had clearly documented policies around medical issues, first aid, and storage of medication, administration of medicine, record keeping and staff qualifications. These were monitored and reviewed on an ongoing basis to ensure the health and wellbeing of all students. We were and will continue to be committed to the safety, participation, and empowerment of all children. We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.

Students were also supported by a range of external services which catered for speech, educational assessments, and student counselling. An Education Support Officer was employed to ensure that students were supported in their learning and wellbeing.

Pivotal to the success of our school is staff health and wellbeing. Our Staff Survey results strongly demonstrated that School Leaders care about staff health and safety with 100% endorsement. The percentage endorsement by staff of School Climate was 87.1% compared to a State Average of 73.4%. There is a coordinated and focused approach to teaching and learning in our school.

## Engagement

Toolamba Primary School prided itself on the emphasis it placed on student engagement. The quality of the relationships we develop with students, and their families as well as the programs we put in place are reflected in our attendance rates. Despite a larger than normal family holiday rate in 2022, our absence data demonstrated an average absence rate lower than the State and Similar schools.

Results from the Parent Opinion and the Student Attitudes to School Survey indicated that 93% of parents/carers/guardians agreed that they felt that the school values parent/carer/guardian contribution. With 100% endorsing that the school has a strong relationship with the local community.

A key focus for 2022 was to improve student engagement with a particular focus on high quality instructional practice and a differentiated curriculum. Our Instruction Model was refined, and high impact teaching strategies embedded across the school. Our Professional Learning Communities structure enabled us to build collective efficacy across the teams. Engaging students in their learning was the lens we used when reviewing the curriculum, a strong science focus was seen as a priority. Through reading conferences, writing analysis and our pre and post testing structures, teachers were able to have authentic conversations with students about their next point of learning.

Student engagement was also promoted at Toolamba Primary School through programs that encouraged student voice and agency, including student leadership programs, student-led assemblies, and student involvement in local community activities such as ANZAC Day and community projects. The reintroduction of the Kitchen Garden Program, a strong Science component in the curriculum and a lunch time clubs program added to student engagement.

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## Financial performance

Toolamba Primary School is committed to providing an educational experience that supports learning for all students. There is a strategic approach to program budgets, revenue, and expenditure – which is closely monitored and regularly scrutinised to ensure funds are being used for maximum impact on student learning, as well as maintaining a safe educational setting for all students. Locally raised funds continue to support the delivery of a comprehensive curriculum program. The Finance Committee of the School Council, supported by the Business Manager, have shown diligence to, and applied the appropriate governance processes. Equity Funding received in 2022 was used to support learning and wellbeing.

In 2022, Toolamba Primary School received additional funds via the PLC Link School program. These funds were used to specifically target the professional learning community initiative. This included professional learning, teacher replacement and the purchasing of resources to enhance the programs. All expenditure met the approved criteria.

**For more detailed information regarding our school please visit our website at**  
[www.toolambaps.vic.edu.au](http://www.toolambaps.vic.edu.au)

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 136 students were enrolled at this school in 2022, 57 female and 79 male.

NDP percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

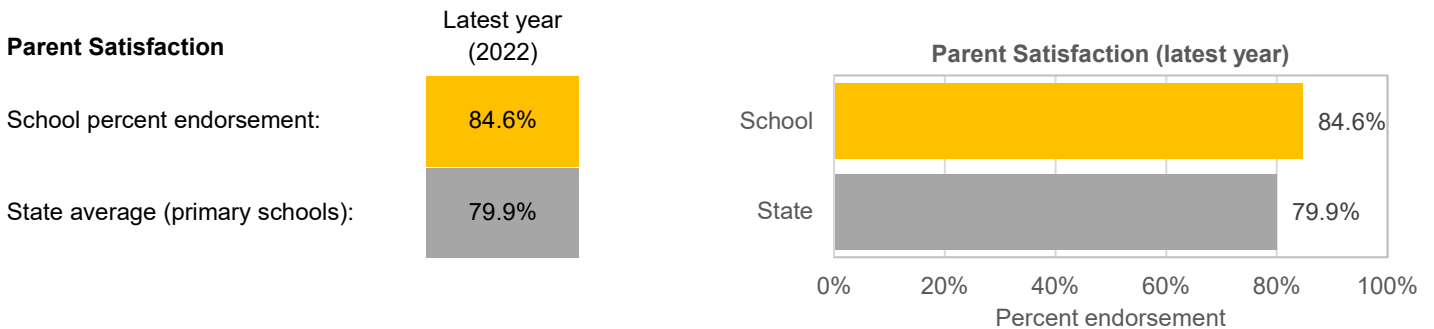
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

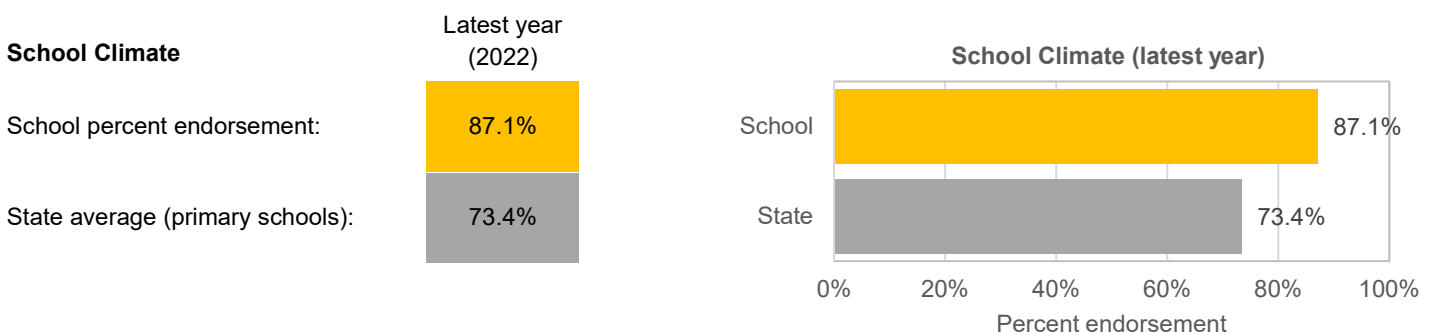


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## LEARNING

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

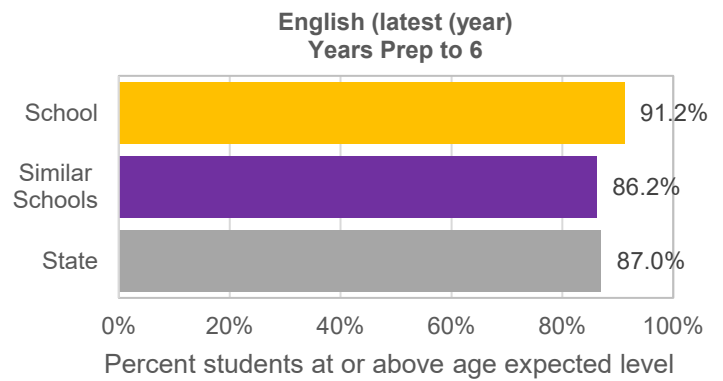
91.2%

Similar Schools average:

86.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

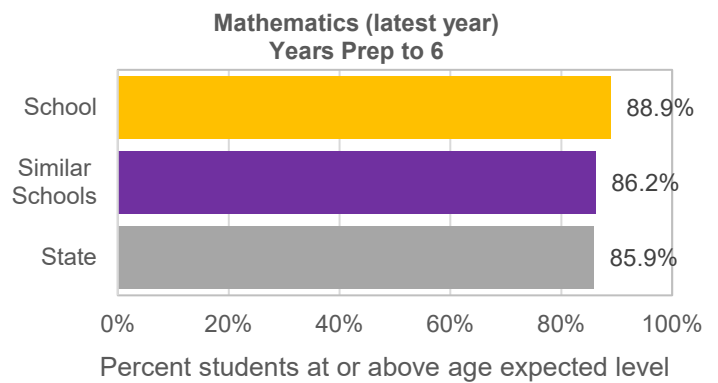
88.9%

Similar Schools average:

86.2%

State average:

85.9%





## LEARNING (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

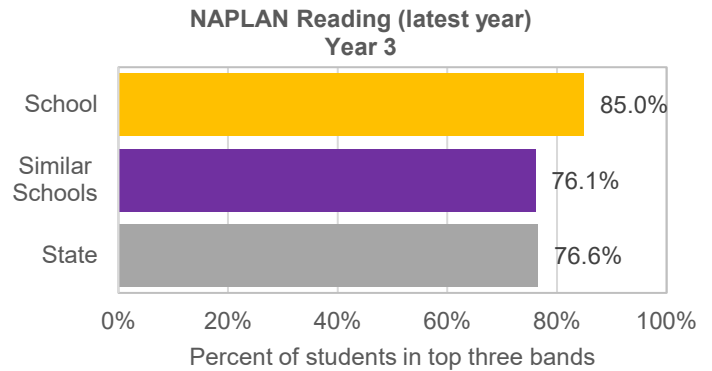
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

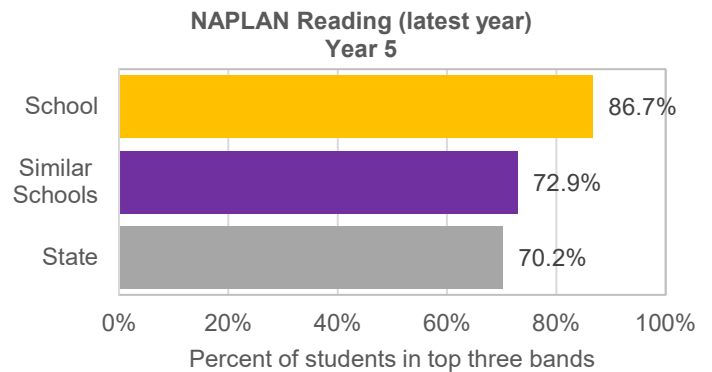
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.0%	91.8%
Similar Schools average:	76.1%	75.5%
State average:	76.6%	76.6%



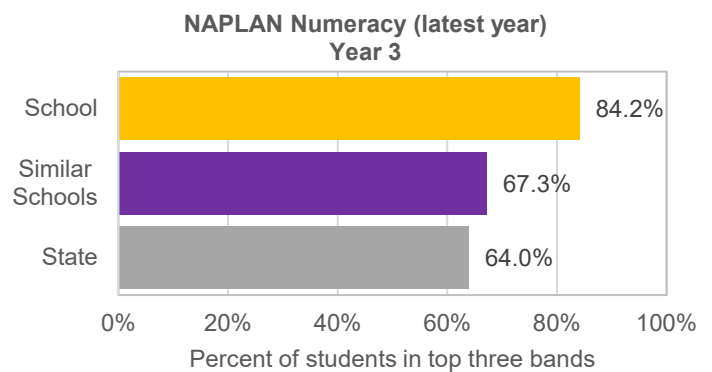
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.7%	71.4%
Similar Schools average:	72.9%	71.1%
State average:	70.2%	69.5%



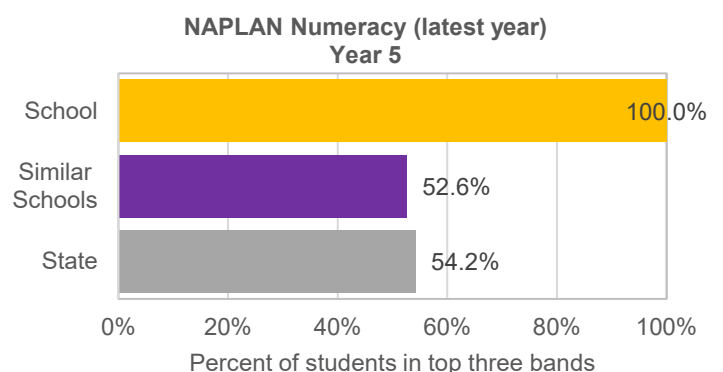
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.2%	90.0%
Similar Schools average:	67.3%	68.1%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	80.7%
Similar Schools average:	52.6%	58.7%
State average:	54.2%	58.8%



## WELLBEING

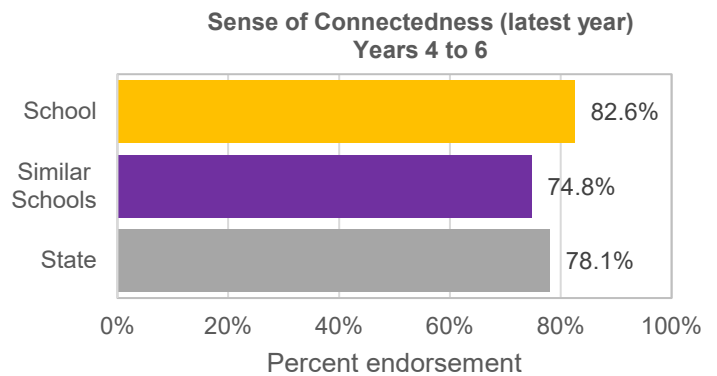
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	82.6%	87.0%
Similar Schools average:	74.8%	76.9%
State average:	78.1%	79.5%

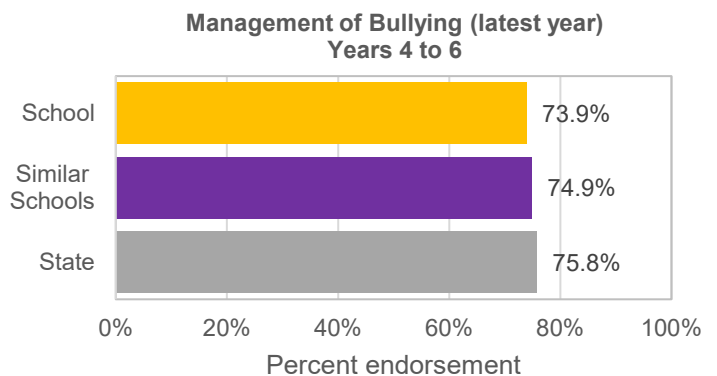


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	73.9%	85.3%
Similar Schools average:	74.9%	78.3%
State average:	75.8%	78.3%



## ENGAGEMENT

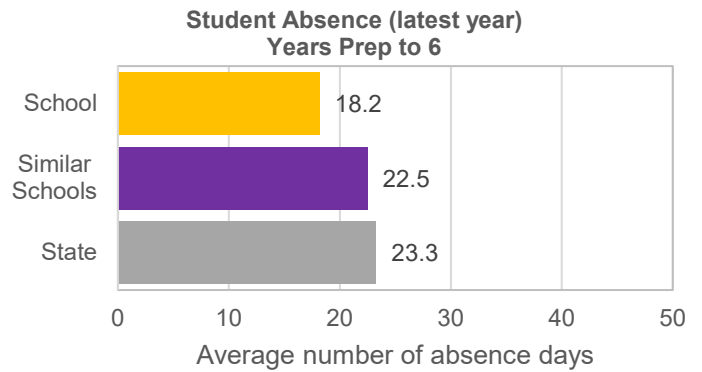
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.2	12.3
Similar Schools average:	22.5	16.4
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	92%	96%	90%	90%	91%	92%	86%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,429,739
Government Provided DET Grants	\$322,150
Government Grants Commonwealth	\$3,900
Government Grants State	\$20,000
Revenue Other	\$58,923
Locally Raised Funds	\$120,132
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,954,844</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$12,543
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$12,543</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,405,225
Adjustments	\$0
Books & Publications	\$1,340
Camps/Excursions/Activities	\$28,021
Communication Costs	\$2,214
Consumables	\$37,342
Miscellaneous Expense <sup>3</sup>	\$3,981
Professional Development	\$33,803
Equipment/Maintenance/Hire	\$51,721
Property Services	\$71,712
Salaries & Allowances <sup>4</sup>	\$131,588
Support Services	\$10,749
Trading & Fundraising	\$15,027
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$14,469
<b>Total Operating Expenditure</b>	<b>\$1,807,192</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$147,652</b>
<b>Asset Acquisitions</b>	<b>\$18,130</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$483,934
Official Account	\$29,291
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$513,225</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$60,795
Other Recurrent Expenditure	\$4,114
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$4,125
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$130,126
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$249,161</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*